

Class Expectations

The online delivery of this course provides a perfect opportunity to employ examples of the various emerging theories of learning in nontraditional ways. In particular, I hope to employ theories of collaborative inquiry and knowledge construction, giving primary responsibility for learning outcomes to you. Our use of Moodle as a course management system was intentional because of the various tools built into the system designed to facilitate this type of instruction. However, Moodle can be overwhelming for new users and as such presents a challenge as a communication interface - at least initially. The content of this course is also challenging as well as substantial. My ultimate hope is to run the course as a seminar—one in which we examine topics together - including how best to use the tools available to us. Most of you are experienced educators, so I hope you will help shape the direction of the course.

Your *participation* is key; reflection upon what your participation means to you is also key - evaluation of your performance will depend, in part, on how well you evaluate yourself. We will participate in a number of experiments in class, utilizing a variety of collaborative tools particularly well suited to collaborative knowledge construction in an online environment. The following activities will count toward a final grade, and will be evaluated on the basis of thoughtfulness, thoroughness, knowledge of text, original thinking, and ability to communicate effectively.

1. Individual and collaborative contributions (approximately 25%)
2. Reflection (approximately 25%)
3. Major papers (approximately 50%)

(Please refer to the syllabus for specific points allocations).

You signed up for an intensive summer course and should be prepared for the amount of time and effort needed to invest in this course. To get the most out of this course you should be expected to devote approximately 18 hours per week, doubling the amount (nine hours per week) of a regular semester to study and collaboration, allocated as follows:

Individual weekly workload

- 9 hours reading/research per week
- 2 hour each week in written reflection in personal learning journal
- 3 hours each week in preparation for group project collaboration
- 4 hours of writing each week on major papers

These numbers are approximate. The time allocated for collaborative activities will vary depending on the activity. Individual contributions to forums are ongoing. Please don't take a break during the course of the class and expect to come back and catch up, because you'll Never be able to catch up in this case.

Individual and Collaborative Contributions

You are expected to actively participate in the online discussion forum over the course of the semester. You are required to post at least 3 posts during each discussion period (we have four in total). You'll need to post one initial post and 2 additional responses to your peers' postings. Online discussion forum postings can be less formal than mini-essays. They aren't tests or term papers. They are discussions. It helps if you've done the readings, since the common theme of the discussions will be the weekly readings and class discussions.

Each of you will also be expected to participate in another collaborative project: peer reviews of each others' papers and/or co-authoring a final paper. The objective of working on these projects is to engage in ongoing collaborative construction of knowledge.

Reflection

Reflection is an important part of the learning process. Module reflections allow you to reflect on what you are seeking and getting out of this course and how the subjects of the text and other readings relate to the circumstances of your life and professional goals. It's a conversation with yourself about what the subject might have to do with the world you actually live in. It is also where you can experiment with your own writing and prepare for presentation in a public forum. You are expected to keep up with your reflections through regularly weekly work; cramming all your writing into an all-nighter at the end of the quarter defeats the purpose of this assignment. Reflection on how you use and think about applying theory to practice is most effective if it takes place regularly, over a period of time.

Your forum discussions, module reflections, and other comments don't all have to fit together like pieces in a puzzle. However, the regular contributions you make to discussions via the different online media we use in this class can be used as raw material for your own learning - putting the pieces together yourself into a rough cut of your own overarching view of the subject is both an instrument for your learning and for your evaluation.

Other ways to reflect upon your reading of the texts are included below. You are not required to use this format, but for those who desire something more highly specific than "reflect on the texts":

- List all unfamiliar and important words and terms; look up and write out definitions.
- Write in one or a few sentences your version of the author's thesis or point of view.
- List three or four important subtopics.
- Pose a question about each reading.
- Note anything which stimulates you to rethink your own assumptions.
- Note similarities to your own beliefs, ideas, and thoughts.

Final Course Project

Your final course project will be a synthesized paper which may be contributed to the *History and Theory of Educational Technology*. The specific topic of your contribution will be negotiated during the class and details for the paper will be described later in the course.