



California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDST 630
Course Title	CURRENT ISSUES AND RESEARCH IN EDUCATIONAL TECHNOLOGY
CRN	42361
Course Location	Online
Semester / Year	Fall 2015
Instructor	Dr. Sinem Siyahhan
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Office	University Hall 426
Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Catalog Description:

Assists educators in the application of technology related skills and knowledge to their classroom. This fully online course requires collaboration using electronic media. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.

Instructor Description:

This **graduate level course** is designed to help students develop a deep understanding of educational technology as a field, and critical thinking skills that are necessary for students to make informed decisions about technology integration in their own contexts. Educational technology as a scientific field examines the uses of media and technology in educational settings to enhance teaching and learning using various research methods such as experiments, surveys, case studies, design-based research, and ethnography. Because technology constantly changes, this course will focus on building fundamental knowledge about the relationship between teaching, learning, and technology rather than how to use a particular piece of software or hardware. It is acknowledged that students bring a diverse set of life and professional experiences, and with technology. To support self-directed and interest driven learning, the course is structured to give students flexibility to explore different topics and technologies through out the semester.

Course Objectives

In the end of this course, students will:

- Gain knowledge about the current and critical issues in educational technology
- Develop and deepen their knowledge about commonly used technologies in education
- Understand research methods and their application in educational technology.

COURSE MATERIALS & RESOURCES

1. Cougar Course:

Course materials, assignment instructions, and grades will be available on Cougar Course site. Available at: <http://cc.csusm.edu/>. Be sure to set your preferred email in your profile settings of Cougar Courses so that you receive important announcements and communications. It is your responsibility to check the course site regularly and bring any issues immediately to the instructor's attention.

2. Google Drive:

This is an online file storage service provided by Google. It allows users to create, share, and collaboratively edit files stored in the cloud. Students should have access to Google Drive through their CSUSM e-mail. If you do not have access to Google Drive, you can create an account at drive.google.com. Directions on how to create an account are available at: <https://support.google.com/drive/answer/2424384?hl=en>

3. Campus Resources:

Technology Support. Students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor. *Writing Support.* Students many need help with writing before submitting some written assignments. It is the student's responsibility to make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills. *Library Support.* For some assignments, you will need to search, find, and read research articles and conduct a literature review on a topic using the library resources. You can search CSUSM library online for articles in multiple databases (EBSCO, Google Scholar, ProQuest, etc.). For more information and help, contact Toni Olivas (tolivas@csusm.edu) and/or visit CSUSM Library website at <https://biblio.csusm.edu/>

UNIVERSITY POLICIES

Academic Honesty Policy:

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism: As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of three hours each week for each unit of credit engaged in learning.

COURSE EXPECTATIONS

Professional Demeanor:

It is expected that students will conduct themselves as professional adults who show respect to others, bring a positive attitude, and demonstrate productive engagement with people, process, and tasks to be completed. Professional demeanor includes, but not limited to, meeting the following expectations:

1. All course activities and assignments are completed on time. E-mailing the instructor when you are unable to complete an assignment and need more time. Explaining the reasons for requesting extension, and providing a projected timeline for successful completion of the assignment.

2. Approaching problems with a disposition to find solutions rather than feeling helplessness or hopelessness when facing a challenge or difficulty. This requires tolerating ambiguity and moderating frustration and confusion when confronted with difficulties and conflicts of all kind.
3. Contributing to and being part of a supportive environment. Working respectfully and productively with peers and the instructor at all times.

Electronic Communication:

Electronic correspondence is a part of professional interactions and the primarily means of communication with the instructor in this course. I check my e-mails twice a day, around NOON and later around 4PM Monday through Friday. If you send me e-mail after 4PM, please do not expect a response until the next day around NOON. I do not check e-mails in the evenings during the week and on Saturdays. On Sundays, I check e-mails around 4PM. If you send me e-mail after 4PM on Sunday, you will receive a response on Monday around noon.

Online Etiquette:

Please keep in mind that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent with no title or greetings, in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.

PARTICIPATION STRUCTURES

Discussion Forums:

Throughout the semester, you will engage in whole group discussions in the form of an online discussion forum around assigned readings using Cougar Courses. Each student will be responsible for answering discussion questions posed by the instructor, and responding to two of their classmates' posts. When participating in online discussion forums, make sure to respond directly to the discussion question, include pertinent information in your response, make reference to ideas previously discussed, and offer critical analysis of a key theme or existing post that deepens or extends the conversation.

Hangouts on Air:

Some weeks instead of participating in a discussion forum, students will meet online in groups of 3 or 4 to discuss the assigned readings and sometimes readings found by students for 45 minutes to 1 hour, and record their meeting using Google Hangouts on Air. Students will sign up for reading groups in the beginning of the semester, and will be responsible for arranging the time to meet. During the meetings, students will take on one of the following roles: starter, facilitator, skeptic, and summarizer. Each student will get a chance to take on different roles through out the semester.

COURSE ASSIGNMENTS

1. ETHNOGRAPHY ON TECHNOLOGY & LEARNING

In this course, students will engage in an exercise that will help them develop an understanding of ethnographic data collection methods by conducting a participant observation in a physical or a virtual place, and interviews with two people. Each student will choose one of the following exercises to fulfill the requirements for this assignment:

Option 1: Actively engage, participate in, and observe activities of people in a Makerspace—a physical location where people gather to share resources and knowledge around shared projects that involves technological experimentation and idea prototyping. Interview two individuals who organize and lead activities in this space about the decisions they make with respect to supporting learning using technology.

Option 2: Actively engage, participate in, and observe activities of people in an online professional community that focuses on using technology for teaching and learning. Interview two individuals who are active participants and/or leaders in the space about how they use technology in their own teaching and learning context.

Option 3: Apply ethnographic data collection methods in your own institutional setting to understand how technology is integrated into teaching and learning. Interview two people who make decisions about technology adoption and implementation in your institution.

2. TECHNOLOGY LEARNING BLOG

You will reflect on the readings and class discussions, and examine your learning experiences with technology. Essentially, you will experiment with a piece of technology/application, document your process of acquiring new knowledge/skill/approach with that technology while using the technology in your own context, and discuss how it can support learning in a formal and informal environment in a blog. Below is the list of technologies you can choose from. Feel free to explore a technology on your own. If you choose this route, the expectation is that the technology you find fits within one of the categories identified below. Each student is expected to explore and write a blog about at least three different types of technology during the semester. Each blog post should be at least 550 words.

Coding & Game Design	Social Media	Video Making & Editing Tools	Podcasting & Audio Editing Tools	Content Organization Tools
Scratch Hopscotch Alice LightBot Gamestar Mechanic Twine Game Salad	Facebook Twitter Pinterest Instagram Kidblog Wordpress Blogger Edmodo	iMovie MovieMaker Toontastic ExplainEverything AdobeVoice Animoto Educreations WeVideo	Audacity GarageBand SoundCloud TalkShoe iTunes (for publishing)	myHistro Dipity Socrative Remind101 ClassDojo Prezi.com

3. FINAL PROJECT

You have two options for a final project (see below). It is possible to collaborate on papers. The only requirement is that you work in pairs and share the workload. You will have 2-3 weeks to work on your final project and submit the final version. Every final project will go through the following sequence:

- Proposal
- Draft & Peer Review
- Final Submission

Option 1: Write a research paper on a topic of your own choosing and in consultation with the course instructor. The topic of your paper must draw from the course. The final paper should be between 3000-3500 words (about 8 single-spaced pages or 15 double-spaced pages; 12pt) excluding references, tables, and figures.

Option 2: Design an instructional unit on a topic of your own choosing and in consultation with the course instructor. Your instructional unit must use technology effectively for learning and should be bigger than just a lesson. You must cover a topic through a set of lessons, activities, and experiences in 5 to 20 hours in a formal or an informal learning environment.

GRADING

It is expected that work will be turned in on time and course expectations will be met. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time or participate in course activities. Points will be deducted if assignments are submitted late (10% penalty per day late). No credit will be awarded if the assignment is 1 week late. No credit will be awarded if you miss the deadline for posting on discussion boards and/or participating in scheduled hangout meetings. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. You are responsible for tracking your grades and progress in the course by logging in Cougar Course.

94 – 100 A	90 – 93 A-
87 – 89 B+	84 – 86 B
80 – 83 B-	77 – 79 C+
74 – 76 C	70 – 73 C-
60 – 69 D	Below 60 F

Assignments	Points
Technology Blog Post: 40 points per blog post x 3	120 points
Ethnography on Technology & Learning: Observations: 60 points Interview: 60 points	120 points
Final Project: Proposal: 10 points Draft: 20 points Peer Review: 20 points per review x 2 Final Submission: 120 points	190 points
Participation Structures	Points
Discussion Forums: Initial Post: 20 points 2 Peer Post: 10 points per peer post x 2 40 points per discussion forum x 5	200 points
Google Hangout on Air Meeting: 60 points per meeting x 4	240 points
Total:	870 points
For Extra Credit:	
Comment on Technology Blog Post of Others: (Up to 10 points per comment – must meet the standards for commenting on blog posts.)	

Final Exam Statement

There will be no final exam.

COURSE SCHEDULE

Please note that modifications to course activities and readings may occur at the discretion of the instructor. Any changes to assignments and/or structure of the course will be announced via e-mail. In order to successfully complete this course, ***all assignments must be completed*** at an acceptable level noted on assignment directions. **All assignments and course activities are due by 23:55 pm on the due date.**

Week	Topics	Due Dates
1	Introductions & Course Overview	Forum Post: Introduce Yourself <u>Sunday, September 6:</u> Initial Post Due <u>Tuesday, September 8:</u> 2 Peer Responses Due
2	Technology, Learning, & Research	Readings: Greenhow, Robelia, & Hughes (2009) Ross, Morrison, & Lowther (2010) Forum Post: <u>Sunday, September 13:</u> Initial Post Due <u>Tuesday, September 15:</u> 2 Peer Responses Due
3	Digital Divide	Readings: Watkins (2012) Sutherland-Smith, Snyder, & Angus (2003) Forum Post: <u>Sunday, September 20:</u> Initial Post Due <u>Tuesday, September 22:</u> 2 Peer Responses Due
4	Maker & Hacker Spaces	Readings: Peppler & Bender (2013) Sheridan et al. (2014) Small Group Meeting (Hangout Air)#1: Held sometime between Saturday, September 26 and Wednesday, September 30
5	Media & New Literacies & Course Reflections	Readings: Keller (2000) Albers & Harste (2007) Forum Post: <u>Sunday, October 4:</u> Initial Post Due <u>Tuesday, October 6:</u> 2 Peer Responses Due Technology Learning Blog#1: Due Thursday, October 8

Week	Topics	Due Dates
6	Game-based Learning	<p>Readings: Squire, Giovanetto, Devane, & Durga (2005) Barab, Gresalfi, & Arici (2009)</p> <p>Forum Post:</p> <p><u>Sunday, October 11:</u> Initial Post Due</p> <p><u>Tuesday, October 13:</u> 2 Peer Responses Due</p>
7	Mobile Learning	<p>Readings: Corbeil & Valdes-Corbeil (2007) Find/read a research study related to the topic</p> <p>Small Group Meeting (Hangout Air)#2: Held sometime between Saturday, October 17 and Wednesday, October 21</p>
8	Computing & Wearable Technology	<p>Readings: Peppler et al. (2010) Peppler & Glosson (2013)</p> <p>Forum Post:</p> <p><u>Sunday, October 25:</u> Initial Post Due</p> <p><u>Tuesday, October 27:</u> 2 Peer Responses Due</p> <p>Technology Learning Blog#2: Due Thursday, October 29</p>
9	Racial & Gender Equity	<p>Reading: Volman & van Eck (2001) Find/read a research study related to the topic.</p> <p>Small Group Meeting (Hangout Air)#3: Held sometime between Saturday, October 31 and Wednesday, November 4</p> <p>Ethnography on Teaching & Learning: Observations Due Friday, November 6</p>
10	MOOCs & Distance Learning & Course Reflections	<p>Reading: Hew & Cheung (2014) Rice (2006)</p> <p>Forum Post:</p> <p><u>Sunday, November 8:</u> Initial Post Due</p> <p><u>Tuesday, November 10:</u> 2 Peer Responses Due</p> <p>Final Project: Proposal is Due Friday, November 13</p>

Week	Topics	Due Dates
11	Technology & Assessment	<p>Readings: Find/read a research study related to the topic.</p> <p>Small Group Meeting (Hangout Air)#4: Held sometime between Saturday, November 14 and Wednesday, November 18</p> <p>Technology Learning Blog#3: Due Thursday, November 19</p>
12	Young People, Ethics, & Digital Media	<p>Readings: James et al. (2009)</p> <p>Forum Post: <u>Sunday, November 22:</u> Initial Post Due <u>Tuesday, November, 24:</u> 2 Peer Responses Due</p>
13	Final Project	<p>Ethnography on Teaching & Learning: Participant Interviews Due Tuesday, December 1</p> <p>Final Project: Draft Due Friday, December 4</p>
14	Final Project & Course Reflections	<p>Final Project: Peer Review Due Tuesday, December 8</p>
15	Final Project	<p>Final Project: Final Due, Tuesday, December 15</p>