

**EDST 630: CURRENT ISSUES AND RESEARCH IN EDUCATIONAL TECHNOLOGY
Fall 2016 (CRN 40998)**

Class Meetings:
Online

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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

Current Issues and Research in Educational Technology

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.

This **3-credit unit 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 LEARNING OUTCOMES

In the end of this course, students will:

- Gain knowledge about the current and critical issues in educational technology
- Deepen their knowledge about emerging technologies in education
- Understand research methods and their application in educational technology.

This course meets the following M.A. in Education Program students learning outcomes (PSLO):

- **PSLO 3: Analyze Research:** Analyze educational and/or professional research.
- **PSLO 4: Integrate Research:** Integrate research and evidence-based practices into educational and professional settings.

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. Questions related to how to use Cougar Courses should be addressed to Barbara Taylor at btaylor@csusm.edu.
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. **Technology Support:** As part of this course, you need to have access to a computer. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. Students should 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.

4. **Writing Support:** An important aspect of graduate level work is to develop academic writing skills. 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.
5. **Library Support:** As part of this course, you will need to search, find, and read research articles and conduct a literature review (published research in a particular subject area) using the library resources. You can search online databases such as EBSCO, Google Scholar, ProQuest, and others through CSUSM Library: https://biblio.csusm.edu/research_portal/databases. For more information and help, contact Toni Olivas (tolivas@csusm.edu) and/or visit CSUSM Library website at <https://biblio.csusm.edu/>

UNIVERSITY POLICIES

CSUSM 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 Disabled 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. Students 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 six hours outside of the classroom each week for a 3-credit unit course.

All University Writing Requirement

The All-University Writing Requirement, of 2500 words for courses of 3 or more units is satisfied in this course.

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. That said, please note that I am not online 24/7. I will respond to your e-mails within 48 hours. I do not check my e-mails Friday afternoons and on Saturdays.

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. The discussions will draw upon the assigned readings and videos posted on 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 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 must take on each role at least once throughout 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 engaging in *participant observations* in a physical or a virtual space and/or community, and *interviewing* two people. Students will choose one of the three options:

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. ED TECH ACTION RESEARCH

You will identify a teaching or learning problem (something you would like to improve) in your own setting (classroom, school, etc.), develop a solution that integrates a piece of technology/application, implement the solution, and reflect on the results. 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. Students can work individually, in pairs, or in groups of three for this assignment.

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

3. FINAL PROJECT

For your final project, you will write a literature review research paper on a topic of your choosing related to educational technology. A literature review is a review of published research in a particular subject area and organized around different themes that emerge from what is already published on the topic. The purpose of literature review is to identify what people already know about the topic and the gaps that need to be filled with more research. You will work on different parts of this assignment throughout the semester. The last 2-3 weeks of the course is also reserved to give you time to write, get peer feedback, revise, and finalize your paper. You need to follow the format set by the American Psychological Association (APA) for citation (known as “APA style”).

NOTE: More information about the assignments will be provided in Cougar Courses.

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
87 – 89 B+
80 – 83 B-
74 – 76 C
60 – 69 D

90 – 93 A-
84 – 86 B
77 – 79 C+
70 – 73 C-
Below 60 F

Assignments	Points
Ethnography on Technology & Learning: Field Notes: 80 points Interview Notes: 80 points	160 points
Ed Tech Action Research:	160 points
Final Project: Choose a Topic: 10 points Select & Organize Articles: 50 points Paper Draft: 40 points Peer Review: 25 points per review x 2 Final Submission: 100 points	250 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 8	320 points
Google Hangout on Air Meeting: 60 points per meeting x 4	240 points
Total:	1,130points

Final Exam Statement

There is 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	<p>Forum Post: Introduce Yourself</p> <p><u>Sunday, September 4:</u> Initial Post Due</p> <p><u>Wednesday, September 7:</u> 2 Peer Responses Due</p> <p>Task to be Completed: Enter Your Contact Information Due Thursday, September 8</p>
2	Technology, Learning, & Research	<p>Readings: Greenhow, Robelia, & Hughes (2009)</p> <p>Forum Post:</p> <p><u>Sunday, September 11:</u> Initial Post Due</p> <p><u>Wednesday, September 14:</u> 2 Peer Responses Due</p> <p>Task to be Completed: Signup for Google Hangouts Due Thursday, September 15</p>
3	Digital Divide	<p>Readings: Watkins (2012)</p> <p>Forum Post:</p> <p><u>Sunday, September 18:</u> Initial Post Due</p> <p><u>Wednesday, September 21:</u> 2 Peer Responses Due</p> <p>Task to be Completed: Ethnography on Teaching & Learning – Choose an Option Due Thursday, September 22</p>
4	Maker & Hacker Spaces	<p>Readings: Peppler & Bender (2013) Sheridan et al. (2014)</p> <p>Small Group Meeting (Hangout Air)#1: Held sometime between Saturday, September 24 and Wednesday, September 28</p> <p>Task to be Completed: Final Project—Signup to be a Peer Reviewer Due Thursday, September 29</p>

Week	Topics	Due Dates
5	Media & New Literacies & Course Reflections	<p>Readings: Albers & Harste (2007)</p> <p>Forum Post:</p> <p><u>Sunday, October 2:</u> Initial Post Due</p> <p><u>Wednesday, October 5:</u> 2 Peer Responses Due</p> <p>Assignment: Final Project – Choose a Topic Due Thursday, October 6</p>
6	Game-based Learning	<p>Readings: Pivec (2007)</p> <p>Forum Post:</p> <p><u>Sunday, October 9:</u> Initial Post Due</p> <p><u>Wednesday, October 12:</u> 2 Peer Responses Due</p>
7	Mobile Learning	<p>Readings: Turner (2016)</p> <p>Small Group Meeting (Hangout Air)#2: Held sometime between Saturday, October 15 and Wednesday, October 19</p>
8	Computing & Wearable Technology	<p>Readings: Peppler et al. (2010) Peppler & Glosson (2013)</p> <p>Forum Post:</p> <p><u>Sunday, October 23:</u> Initial Post Due</p> <p><u>Wednesday, October 26:</u> 2 Peer Responses Due</p> <p>Assignment: Final Project – Select & Organize Appropriate Articles Due Thursday, October 27</p>
9	Gender Equity	<p>Reading: Cooper (2006)</p> <p>Small Group Meeting (Hangout Air)#3: Held sometime between Saturday, October 29 and Wednesday, November 2</p> <p>Assignment: Ethnography on Teaching & Learning—Field Notes Due Thursday, November 3</p>

Week	Topics	Due Dates
10	MOOCs & Distance Learning & Course Reflections	<p>Reading: Hew & Cheung (2014) Rice (2006)</p> <p>Forum Post:</p> <p><u>Sunday, November 6:</u> Initial Post Due</p> <p><u>Wednesday, November 9:</u> 2 Peer Responses Due</p> <p>Assignment: Ed Tech Action Research Due Thursday, November 10</p>
11	Technology & Assessment	<p>Readings: Office of Educational Technology (2016)</p> <p>Small Group Meeting (Hangout Air)#4: Held sometime between Saturday, November 12 and Wednesday, November 16</p>
12	Young People, Ethics, & Digital Media	<p>Readings: James et al. (2009)</p> <p>Forum Post:</p> <p><u>Sunday, November 20:</u> Initial Post Due</p> <p><u>Wednesday, November, 23:</u> 2 Peer Responses Due</p>
13	Final Project & Course Reflections	<p>Assignment: Final Project—Paper Draft Submitted to the Instructor & Sent to 2 Peers for Review Due Thursday, December 1</p> <p>Assignment: Ethnography on Teaching & Learning—Interview Notes Due Friday, December 2</p>
14	Final Project	<p>Final Project—Peer Reviewers Return their Reviews & Submit the 2 Reviews to the Instructor Due Tuesday, December 6</p>
15	Final Project	<p>Assignment: Final Project—Final Submission Due, Thursday, December 15</p>