EDC 220--Educational Technology
.5 crs. Friday Evenings, 4/5 - 5/10, Spring 2013
6:00 - 10:00 P.M., meeting in Sverdrup 201 - Computer Lab (unless otherwise noted)

Instructor: Joseph A. Erickson, Ph.D.
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Course web site: Log into <http://augnet.augsburg.edu> then click on --> My Courses (moodle) link
Office hours: Mondays 3:30-4:30 P.M. and WEC/Grad Fridays 2:30-4:30 P.M. or by appointment. Call (612) 330-1130 to make an appointment.

Augsburg College Education Department Mission Statement: The mission of the Augsburg Education Department is to develop knowledgeable, responsive teachers committed to educating all learners in a diverse and changing world. Responsive, knowledgeable teachers understand the dynamic interaction among relationships, reflection and inquiry, diversity and equity, and leadership.

Course Objectives and Orientation: This course will help you will reflect on the role various forms of electronic and digital technology can play in the teaching/learning process and how you can engage these processes in your classroom. You will become skilled in some of the many digital tools used in today's schools. In addition, you will be exposed to basic theories of communication, selection, evaluation and research, and will be assisted in determining appropriate applications of these theories and techniques in educational settings. Drill and practice outside of class time will be necessary to reach a high degree of competence.

Issues Addressed in This Course: How do we assist K-12 learners to become media literate? In what ways do learners profit from the use of electronic media? How can electronic media be used to enhance active learner-centered activity? How can I integrate media skills into my lessons? What is the Internet? What tools do I need to use the Internet? How will I use the Internet to assist my students? What does it mean to "be digital"?

Knowledge of:
communications theory
history and impact of technology
selection and evaluation criteria
future trends in technology

Skills in:
producing instructional materials
operating instructional media equipment

Professional attitudes related to:
appreciating diverse learning styles
developing a belief that all students can learn
developing a foundation for research-based practice

In-class instructional methods may include: demonstrations, discussions, lectures, student-led activities, cooperative activities, tutorials, readings, problem solving, and media showings. Each activity is planned with an appreciation for diverse learning styles based on temperament, gender, and cultural/ethnic differences.

Program Portfolio: A standards-based portfolio is required in EDC 490/580 (elementary and secondary) and SPE 315 (special education). This portfolio draws on all the courses in the program. The standards attached to this course are presented below. You will also find linkages between the standards and the assignments for this course. We recommend that you save syllabi and assignments from your courses to use when preparing your portfolio.

EDC 220 Course Objectives and Assignments Aligned with Minnesota Standards of Effective Practice

Required Readings: There is no required textbook to purchase for this course. On line texts such as the Internet Lessons, as well as other documents describing the Personal Web Page, Learning Log, Technology Leap, and any other coursework are available on this web site and are required reading for this course. See course schedule (below) for due dates.

Other readings may be required. Resources will be available in Lindell Library, in CLICnet, or through interlibrary loan ordering. Announcements regarding this will be made in class.

Attendance Policy: Most of the class demonstration sessions and films cannot be made up, therefore regular class attendance is expected. You may be absent from only one class period without penalty. For each class period missed beyond that 0.5 will be subtracted from your course grade. If you must miss a class meeting, please speak with the instructor ahead of time. Students may, with the permission of the instructor, make-up unavoidable absences (e.g., illness or family emergency) by engaging in equivalent learning activities which they must document for the instructor. Other avoidable absences may not be made-up.

Academic Honesty Policy: The Augsburg College policies on academic honesty apply to this course. Unless otherwise stated, the assignments you hand-in are assumed to be your own individual work. Please refer to the Augsburg Student Guide's section on Academic Honesty Policies for
Grading Procedure: Student performance will be evaluated on a 4.0-0.0 scale. Self-evaluation and instructor evaluation will be used to document progress towards course outcomes. All students will present evidence of their performance by preparing a Learning Portfolio which will contain documents and other evidence demonstrating proficiency in media technologies. Students are responsible for reading all assignments thoroughly. The assignments in this course are evaluated based on the standards and formats described in these documents. Keep in mind that while many of the activities are not due until the end of the course, you may wish to begin them now to avoid a rush of work at the end of the term.

Your grade in this course is composed of several elements:

1. **Internet Lessons**: These self-paced readings and activities are distributed via the course web site. Most of these lessons have practice or reflective activity assignments (see course schedule below for details). One or more short quizzes on the lessons will also be administered periodically throughout the course. Except for absences excused under the attendance policy (above), these quizzes may not be made-up or redone (worth up to 33 points; 3 pts. each for 11 lessons).

2. **Quiz**: Students will be quizzed on the Internet Lessons readings and in-class presentations in short-answer essay format. Students should prepare for the quiz(izes) by reading the Internet Lessons very carefully, taking notes during in-class presentations, and asking questions in class if any information is not perfectly clear. This component is worth up to 27 points.

3. **Technology Leaps** (*eFolio Assignment*): Based on your own interests in media, instruction, teaching and learning, you'll select 4 new or existing media, instructional tools, or pieces of software to thoroughly research and evaluate and on which you will report--in writing (2-3 pages) and orally in class (3-5 minutes). The Tech Leaps may or may not be related to your personal technology goal discussed on the first day of class. See due dates in course schedule (worth up to 30 points--10 points for each Tech Leap: 5 points for the written portion and 5 points for the oral report portion).

   **Special Tech Leap Alternative -- Making a Personal Web Site**:

   a. **Full Web Site Option** (*eFolio Assignment*): You may develop a personal web site which will be posted to the Augsburg or other web host. If you choose to make a full web site, it will count as 3 Tech Leaps (see below).

      The web site should include at least five graphics, three links, and display general familiarity with the basic tenets of effective web page layout to earn a grade of 2.0. A plan for your web site is also required as part of the activity—follow this link to learn how to prepare your plan. You must actually build a web page yourself using any one of a number of HTML composition tools--no automated web sites will be allowed (worth up to 30 points, i.e., the same as 3 Tech Leaps). A scoring rubric for this activity that precisely explains the type of web site you will need to develop for each level of performance may be found on the Portfolio Guide. You should read this carefully to guarantee you produce the site that corresponds with the grade you wish to receive.

   b. **Alternate Web Site Assignment** (*eFolio Assignment*): Because the unique technology skill-set of each student is different, some students find making a full web site from scratch beyond their capacity. In that case, you may wish to make a web site using a beginner-level tool. If you chose to use a web site in-a-box package such as WordPress, iWeb, eFolio, Magnt, Google Pages, etc., this assignment is worth 20 points (i.e., the same as 2 Tech Leaps). In that case, you'll need to do 1 Technology Leap (see above) in order to earn up to 100 points. For details on the scoring rubric and resources for the alternate web page activity, go to this page. You should read this carefully to guarantee you produce the site that corresponds with the grade you wish to receive.

4. **Learning Log**: Each Friday you will post a log of your time spent on the activities for this class (i.e., how much time you read a lesson, worked on your web page, etc.) and a brief reflection on your efforts. A format has been developed for this task and may be found at this link. This task will assist you in developing self-awareness of your own learning behavior and will motivate you to keep up with assignments (worth up to 10 points).

5. **Class Participation**: Regular class attendance is expected. You may be absent from only one class period without penalty. For each class period missed beyond that 0.5 will be subtracted from your course grade. If you must miss a class meeting, please speak with the instructor ahead of time.

   Professional behavior is expected from participants in this course. Students are accountable for all instructions posted to this web site and should familiarize themselves with all expectations and deadlines outlined here. Direct any inquiries to the course instructor. Also, students should dress professionally (no caps or athletic uniforms in class please!) and be sure to de-activate wireless communications devices prior to the beginning of class. *This means no texting or Facebook checking during class time. Use of the lab computers for checking email and Facebook during class activity time is not appropriate.*

   **eFolio Assignment** It is highly recommended that you put this assignment in your eFolio.

See the web page "Developing Your Learning Portfolio" for a further description of the elements of the portfolio.

Those students who earn 95 or more points will receive a 4.0 for the course. Similarly: 90-94 = 3.5, 85-89 = 3.0, 80-84 = 2.5, 75-79 = 2.0, 70-74 =
1.5, 65-69 = 1.0, 60-64 = 0.5, & 0-69 = 0.0. Students registered at the graduate level must earn a 2.5 or above to apply this course towards licensure. Students registered at the undergraduate level must earn a grade of 2.0 to apply this course towards licensure. Students registered for the undergraduate version of this course are graded using the undergraduate grading scale and students registered for the graduate version are graded using the graduate grading scale.

Students must show evidence of at least minimum competence in all outcomes (knowledge, skills, and attitudes) in order to pass this course. All portfolios and associated documentation are due no later than the final class meeting. Any exceptions to this deadline must be negotiated with the instructor prior to the final regular class period.

**Electronic Document Submission:** If you choose to hand in your work electronically, that's a terrific option, but please use the following items as models. The documents should be in GoogleDocs or PDF format (submission via GoogleDrive preferred as this permits a totally paper-free process) and include all of the items physical paper assignments would include. Use the following samples as guides. Note that in a couple of these samples, the student's name has been deleted, but in your document, make sure to include all identifying information! Also make sure to save the file with your name and the name of the assignment in the file's name, e.g., "Your Name - Internet Lesson 3." If you have any questions, please speak with the instructor.

- Sample Internet Lesson on GoogleDrive (Make sure to add the instructor as an editor (username: erickson@augsburg.edu) if you want me to comment on your assignment online. Otherwise, the item will need to be printed out and comments will be written on the print-out. Also make sure to save the file with your name and the name of the assignment in the file's name, e.g., "Your Name - Internet Lesson 3."

- Sample Learning Portfolio in PDF format

- Sample Internet Lessons in PDF format

**Late Work Policy:** Course assignments handed-in on time may be redone for additional credit if they are deficient in some way. On time means the assignment is handed-in during the class meeting indicated on the course calendar—not later that day. Late assignments are accepted without penalty but cannot be re-done. Habitual late work will impact your class participation points (see above).

**Academic Alerts:** Augsburg College makes student success a priority. As a result, this course is participating in the Academic Alert initiative. As the instructor of this course, I may choose to refer you to your faculty adviser or other campus resources via the Academic Alert process if it is apparent that you are struggling with issues such as attendance, class participation/preparedness, and/or assignment/test preparation.

Academic Alert messages are sent via e-mail to your Augsburg e-mail address. Additionally, alert messages are copied to your faculty adviser and other campus resources. Your adviser may choose to contact you to discuss ways to improve your performance in these areas. You may also be contacted by campus resources regarding your situation. Referrals and departmental outreach are designed to maximize your chances of academic success at Augsburg, not as a punishment.

**Other Student Rights:** Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the CLASS Office at 612-330-1053, as soon as possible to better ensure that such accommodations are implemented in a timely manner. All students have the right to use the Augsburg College Counseling Center and Student Development staff services, as well as to receive tutoring assistance from the Writing Lab.

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**Pre-Course Schedule** (this schedule may change due to media availability and other considerations):

**Module I. Orientation and Expectations**

Objectives:
1. To orient the student to the area of media and instructional technology, and
2. To introduce this course—orientation and expectations.

**Module II. How does technology enhance learning?**

Objectives:
1. To understand basic theories of communication, selection, evaluation and research,
2. To understand the relevance and application of these theories to learning and classroom settings. and
3. To develop competence using specific software/hardware tools.

**April 5 Media Knowledge and Skills / History of Media Use in Schools**

*Activities and assignments due:*

- Complete Lesson 0: Some Tech Tips for Every Digital Native
- Orientation to the Augsburg Computer Network
- Develop and Discuss Personal Technology Goal
- Begin Internet Lessons
- Video: Schools of the Future, Pt. 1 (a copy of our course videos are available in my AugNet Public Folder or are
April 19  HTML Basics--How to Plan and Develop Your Web Site / Digital Imaging

Activities and assignments due:

- Internet Lessons: Prologue-Lesson 7 due at beginning of class (read all of these lessons--only Lessons 3 - 7 have assignments)
- Web Page Plan Due
- Mid-term Student Questionnaire Activity
- Second Set of Technology Leap Oral Reports Delivered
- Videos: Media Literacy
  - Edutopia: Kids Learn How to Navigate the Multimedia World
  - Basics of Media Literacy: Nichole Pinkard, founder of the Digital Youth Network
  - Additional course videos: How to Use New-Media Tools in Your Classroom | Edutopia: Click this link to see several short videos about how to use new-media tools in the classroom. (These videos are among the ones we see at the beginning of class as part of each day's warm-up activity.)

April 26  Online Portfolios Using e-Folio (Guest Professor: William Bierden)

Activities and assignments due:

- Review and Complete the Augsburg eFolio Sign-up Instructions. Here's how to find these instructions:
  1. Go to Moodle courses
  2. Scroll to bottom
  3. Type efolio in the "Search courses" box
  4. Hit enter
  5. Click "eFolio Tutorial Site"
  6. Click "Enroll me"

- Internet Lessons: Lessons 8-14 due at beginning of class (read all of these lessons--only Lessons 8-13 have assignments)
- Second Set of Technology Leap Oral Reports Delivered
- Quiz on Internet Lessons (Prologue through 14)

Module III. The Future of Media and Technology in Learning Environments

Objectives:
1. To learn about some of the history and future trends in media and technology, and
2. To see learning environments which utilizes "cutting-edge" media technology.

May 10  Future Trends in Educational Technology

Activities and assignments due:

- Learning Portfolios due--Portfolios Presented and Critiqued (If turning in a physical portfolio, please bring to instructor's office, SVE 3C, after class)
- Review and Evaluate Personal Technology Goal
- Web Page due
- Video: Digital Nation
- Third Set of Technology Leap Oral Reports Delivered
- Course evaluation completion

There is no final exam scheduled for this course.

Important Note: All remaining or redone assignments are due to the instructor at the final class meeting. Any divergence from this deadline must be cleared in advance with the course instructor.

Arthur C. Clarke's Three Laws:

1. When a distinguished but elderly scientist states that something is possible, he is almost certainly right. When he states that something is impossible, he is very probably wrong.
2. The only way of discovering the limits of the possible is to venture a little way past them into the impossible.
3. Any sufficiently advanced technology is indistinguishable from magic.