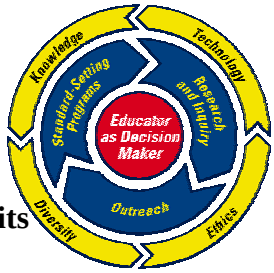
The University of Akron

College of Education

Educational Foundations and Leadership

5100:635, 670 Emerging Technologies for Instruction 3 Credits



Instructor:	**I-Chun Tsai, Ph.D.**	**Section:**	**635 & 670**
Office:	**Zook Hall 323**	**Location:**	
Phone:	**330.972.6774**	**Office Hours:**	**Tue 1:00am-2:00pm**
Email:	**tsai1@uakron.edu**	**Class Meeting:**	**Tue 7:30pm-10:00pm**

I. COURSE DESCRIPTION

This course will examine broad trends in the area of emerging technologies for instruction, as well as specific technologies that support aspects of the teaching and learning process. Learners in the course will develop, or expand an existing information collection and sorting system for staying ahead of technological innovation that might impact education. We will also develop general criteria for assessing the utility of specific technologies.

This is a blended course with regular classroom meetings and Springboard supported. Thus, you will need to be familiar with the features of Springboard system. You should be able to find Springboard after logging to your Zipline account. Or you can login with your ID and password directly to the Springboard system via this link: https://springboard.uakron.edu/index.asp. **Many relevant course documents and resources will be uploaded to the CONTENT space of Springboard. Also, extended course discussion and some discussion activities will take place in Springboard as well.** Students will require the use of a computer with Internet access to utilize the online resources.

II. RATIONALE

Technologies that support teaching and learning are being introduced into elementary, secondary, post-secondary, and corporate learning environments at an ever-increasing rate. Educators at all levels are faced with the challenge of understanding how these extensions to existing technologies and innovative new technologies affect the teaching/learning process and how to effectively integrate the new technologies into the instructional environment.

III. COURSE GOALS/OBJECTIVES

The goal is for students to develop a broad understanding of origins, current trends and future possibilities for instructional technologies. Participants that complete all assignments and actively engage in the instructional activities will be able to:

- Classify emerging technologies into global categories.
- Identify the theories of learning and/or instruction that support the instructional technology.
- Identify the strengths and weaknesses of a specific instructional technology.
- Develop evaluation/assessment instruments for instructional technologies.

- Specify characteristics of the intended learning environment that are critical factors for successful integration of a new technology.
- Design an instructional strategy to match a target audience and a specific technology.
- Evaluate each component of the instructional technology with respect to the instructional design process.
- Evaluate each component of the instructional technology with respect to concerns and issues related to accessibility and diversity.
- Develop an information collection system to stay current on trends and issues related to technology in education.

IV. COURSE OUTLINE

Your main projects or tasks in this class including 3 primary elements:
- Participating in Extended Class Discussion in Discussion Board
- Complete Mini projects
- Complete Final project and present it to class.

Fall 2008	Dates	Topic/Assignments
Week 1	8/25 - 8/30	- Orientation Activity - Concepts of Hypermedia/Multimedia
Week 2	8/31 - 9/06	- Introduction and Overview of Emerging Technologies, Classification schemes, characteristics of instructional technologies. - Instructional theories and technological advances & trends - Emerging technology and issues of accessibility and diversity.
Mini Project 1 (W3&4)	9/07 - 9/13	- Online Teacher Community
	9/14 - 9/20	- Learning Environments (virtual reality, virtual textbooks, on-line environments)
Mini Project 2 (W5&6)	9/21 - 9/27	- Tools for the creation of Instruction (print based, web-based, authoring tools, multimedia, self-paced materials)
	9/28 - 10/4	
Mini Project 3 (W7&8)	10/05 - 10/11	- Web 2.0 Tools
	10/12 - 10/18	
Mini Project 4 (W9&10)	10/19 - 10/25	- Mobile Technologies - Communication Technologies
	10/26 - 11/1	
	11/02 - 11/8	
Mini Project 5 (W11&12)	11/09 - 11/15	- Assessing Learning Technologies
	11/16 - 11/22	
	11/23 - 11/29	Thanksgiving Week
Week 14	11/30 - 12/6	- Presentation Week
Week 15	12/07 – 12/13	- Presentation Week

- **Class and Discussion Board Participation:**
  Class discussion and DB Participation is worthy for **20 points of your final grade**. You will be expected to participate in not only in-class discussion but also online discussion forums.

  To receive full credit for in-class discussion, you will need to participate in class discussion actively. Also, each week one of you will share a cool and new emerging technology with class. 5-10 minutes will be given to you. You will need to tell us:
  1. Why you think it is valuable for us to know
  2. How to use it (generally)
  3. How it can be applied to assist teaching or learning
  4. Your experience with it

  To receive full credit for DB discussions, the postings must be substantive responses such as "good idea," or "interesting point," while appreciated as general feedback to your classmates, **will not be considered substantive responses**. Substantive responses are those that extend the discussion, elaborate on points others have made, etc. In addition to starting your initial ideas of the discussions, you will also earn points by helping your fellow students with their questions and providing feedback for their work.

- **Mini Projects**
  You will need to complete five mini projects throughout the semester. Each project is worthy for **10 points of your final grade**. The instruction for the mini projects will be delivered before the project starts.

- **Final Project**
  You will need to complete one final project by the last day of the class. This final project is worthy for **30 points of your final grade**. In the final project, you will integrate what you have learned in each mini project into a class lesson. Thus, the products of the final project include a design document, a class presentation, and final design. The instruction for the final project will be delivered in the middle of the semester. The final project is due on **Dec 12th (Fri)**. **No late submission will be accepted.**

V. REQUIRED TEXT

No required textbook. Required readings are online in the Springboard.

VI. INSTRUCTOR CONTACT INFORMATION

I can meet in-person if you visit UA campus. (Of course, you will need to make an appointment with me in advance.) You can also reach me virtually via my office telephone and e-mail address listed above. Or leave me a message in the Springboard course discussion board. If you are asking questions regarding to course content, I prefer you use the course discussion board.

VII. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Students will participate in not only in-class meetings but also Springboard. Students will experience aspects of diverse hypermedia and multimedia tools. In the end, students will need to reflect what they have learned by developing a digital media teaching products.

VIII. EVALUATION/STUDENT ASSESSMENT

Assessment for learning will be done formatively through class discussions and DB discussions and summatively using mini projects and the final project. Mastery of course objectives is the ultimate goal and you are advised to ensure that you understand the objectives and how they are being measured in the course. Master's level students should be self-directed in terms of their learning and their own self-evaluation of their progress.

The following assignments/discussion must be completed and submitted for a grade. It is your responsibility to complete these assignments/discussion by the due dates. Also, you are required to submit the assignments via Springboard by following the regulations addressed in the assignment instructions.

What will be assessed?	How will this be assessed?	Weight	Due Date
I. Class & DB discussion	Reflective engagement in all aspects of the course discussion and DB discussion. Both quantity and quality are used as indicators.	**20** pts possible	Throughout course.
II b. Mini Projects	Requirements and criteria are varied across projects. Rubrics will be provided within Mini Project Instructions.	**10** pts per project	In all discussions **Total pts: 50**
III. Final Project	Knowledge of design principles, skills of what you have learned in mini projects. Quality of an instructional design product. Rubrics will be provided within Final Project Instructions.	**30** pts	**Dec 12th (Fri)**
	Total:	100 pts	

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: http://www.uakron.edu/libraries/depts/tt/plagiarism/, then select "Plagiarism & Academic Integrity" (academic honesty); or http://www.uakron.edu/studentlife/sja/codecon.php (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a

disability please consult http://www.uakron.edu/access/ and the Office of Accessibility at (330) 972-7928.

In addition to the information above, here are some additional policies for learning in this class:

- Reviewing Student Work. In this course, it sometimes requires you to present your work electronically so other students can see it; and you will also be asked to review the work of other students, as part of the instructional process of the class. Your work may be used as an example of how to accomplish a discussion or for ideas by other students. In many cases having other students peer review your work helps support your own learning and leads to better outcomes for everyone in the course. If at any time you feel uncomfortable sharing your work, or with the feedback or comments on your work by other students, contact the instructor as soon as possible.
- Feedback. You may receive feedback on all of your work. You may ask for my or other students' feedback before the assignment is due. If you want feedback before an assignment is due, you MUST request the feedback at least three days prior to the due date to allow enough time for us to give you feedback and for you to implement our suggestions. If you submit a request for feedback at a later time, we will do our best to give you feedback but do not rely on our comments - we may be too busy to help you by the due date. No matter what, you should always utilize the knowledge base of your fellow classmates when you have a question or need help. Post to the discussion boards, ask for feedback from your classmates.

X. BIBLIOGRAPHY

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