

Educational Technology Program
Kent State University



**TECHNOLOGY - is
the science of the
application of
knowledge to
practical purposes
in a particular field.**

ETEC 4-57400 Trends in Educational Technology

Spring 2021 Course Syllabus

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Virtual office hours: Mondays 11am-3pm or by appointment - please feel free to contact me with your questions and ideas. I'll be happy to get to know you, talk to you about your course experiences, and offer my help.

GOAL OF THE COURSE

Digital technologies create new opportunities and new expectations for teaching and learning. How can technology support teachers' and learners' opportunities for learning? How should teachers and learners apply digital and network technologies to design meaningful learning experiences? In this course we will explore these questions through readings, critical analysis of learning technologies, and hands-on projects designed to provide you with multiple opportunities to explore various technologies and apply them in your teaching and learning practice. We will explore current trends in educational technology, using key technology examples and expert interviews to make the application of each trend more concrete.

COURSE OBJECTIVES

Upon completion of this course, you will be able to:

- Describe the major ideas and practices associated with various trends in the field of educational technology.
- Apply the major ideas and practices associated with a given trend in a given situation.
- Use, recommend, or create online resources and portals in a variety of educational and training settings.
- Evaluate educational technologies both from a learner and instructor perspective.
- Utilize professional journals and resources in the area of educational technology in order to remain current with emerging trends and technologies.

READINGS

I prepared an extensive reading list of specially selected publications in the field of instructional technology and computer applications. It is available online on the course website

TOPICAL COURSE OUTLINE

Unit 1: Foundations

1. Learning, teaching, and technology
2. Educational technology then and now

Unit 2: Educational Technology Trends

3. Blended learning
4. Flipped classroom
5. Going Massive - MOOCs
6. Mobile learning
7. Collaborative learning
8. Simulations / Open Educational Resources
9. Games

Unit 3: Conclusion

10. Learning, teaching, and technology revisited

TECHNOLOGY REQUIREMENTS

Please review a full list of Kent State hardware and software technology requirements for online learning <http://www.kent.edu/onlinelearning/technology-requirements>. Here are a few major software requirements:

1. Windows 7 or newer system operating software for PC computers
2. Mac OS X 10.6 Snow Leopard or newer system operating software for Apple Mac computers
3. Microsoft Office Suite (Word, Excel, PowerPoint)
4. Antivirus for Windows OS, [Microsoft Security Essentials](#)
5. Antivirus for Mac OS, [Sophos](#)
6. Adobe [Acrobat Reader](#)

A list of available free and/or discounted software downloads for students is available at support.kent.edu. Active, full-time, and part-time students who are registered for classes are provided with [free access to Office 365](#) (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access (PC Only)). Additional software such as Windows 10, can be purchased for a discount at the [Kent State University Microsoft site](#).

Course Expectations & Activities

COURSE ORGANIZATION

This course is organized in modules. Each module will cover a specific topic. To help you achieve the objectives for each module of the course, a variety of activities have been planned for each module.

Typical module activities will include:

- Review of module activities
- Assigned readings
- A series of practice activities, asynchronous discussions, and peer feedback that will give you the opportunity to apply core concepts covered in the course. Your responses will be required on a variable schedule based on other requirements during the weeks within specific modules. Please note that posts will have variable due dates and that full credit for this component of the course will only be given by following the schedule. *The intention is to try to prevent all required posts being submitted on the last day of the module.*

I suggest that, for each module, you first preview all the module's activities, read the assigned readings, and then complete the practice activities. Your friendly instructor will check your responses and provide feedback. I will be looking for thoughtful and original contributions that reflect your understanding and analysis of the course materials.

I hope that you will contribute regularly to the discussions (and not just during the weekends). I say this because I found that it is the best way to engage students with the course materials and make online interactions more fun. Your regularly contributions to the discussions will help:

- Facilitate interactions and collaborations with your peer students and instructor
- Get relevant and timely feedback
- Keep you "inside the loop" of the discussions

CLASS PARTICIPATION AND BEING SUCCESSFUL ONLINE

To successfully achieve the goals of this course, you will need to participate in all individual and group activities and discussions on a regular basis. I encourage you to review Kent State's recommendations for successful online learning:

<https://www.kent.edu/onlinelearning/being-successful-online>

These recommendations include:

- Computer/Technology Skill
- Course Workload
- Study Strategies

In addition, the following suggestions can help you better organize your time and course workload:

- **Front load your readings.** The course readings are not difficult to read, and you should be able read each of them in a few hours. It is best to read the sources early in the semester. If you have the information prior to our discussions, it will greatly facilitate your understanding.
- **Get ahead of schedule.** Some of the course assignments and activities may take you longer than the others, particularly the final course project. You will want to start working on your course final project as much as you can before the assignment is due. I encourage students to send me

their project drafts ahead of time and get pre-submission feedback. Many students who used this opportunity wrote higher quality papers and received better grades.

COURSE REQUIREMENTS

You are expected to complete and reflect upon the required readings, participate in class activities on a weekly basis. Your grade will be based on the following assessments, each described briefly below. Specific details for each assignment will be posted electronically to Blackboard.

		Weight
Assignment 1	Ted-Ed Flipped Lesson Project* You will develop your own TED-ED Flipped lesson on an authentic, real-world topic using the TED-Ed website.	100 pts
Assignment 2 (pick one option)	Option A. Designing a Mini Programming Activity* You will design a mini programming activity for your intended learners using Scratch , a visual programming language tool. In addition, you will create a sample Scratch project and a screencast video tutorial explaining how to complete the project.	200 pts
	Option B. Reflection and Personal Exploration paper* Review a book or special issue of a journal related to this class (<i>Note: A journal special issue is a collection of articles on a specific topic, e.g., video gaming in elementary school, simulations in science curriculum, etc.</i>). It can be a book or special issue that is practical, research-oriented, or theoretical. What are the key points or findings of the book or issue? What are the strengths and weaknesses? What are future trends? How will you apply some of the ideas from this book? This is not mindless idea doodling, but, instead, is a way to coherently explore something that "inspires" you at a deep level. You should turn in a 2-4 page single-spaced review. These papers will be graded for (1) logic, relevance, organization, (2) completeness/depth, and (3) originality, impact, insight, and practicality.	200 pts
Participation	Participation in online groups, collaborations, and discussions is vital to your success of this course. It is part of the grade. Most of the participation will take place in asynchronous discussion boards, but we may schedule several synchronous meetings in various online settings. Grading Participation: Your instructor will be looking for thoughtful contributions that reflect your understanding and analysis of the course materials. There will be no makeups for practice activities and discussions. If you have missed a deadline, the instructor will not review your work.	221 pts
Professionalism (determined by non-scored activities)	In addition to course assignments, a portion of your final grade will be based on professionalism including the following (but not limited to): self-motivation, respect, participation, attitude, and accountability. The amount of professionalism/ participation points earned will depend upon the following standards being met:	30 pts

	<ul style="list-style-type: none"> • Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. • Failure to upload project reports to Blackboard on the required date will result in losing all professionalism points. • The student is to post original work only. • Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy. • Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course. • The student will make every effort to be a contributing member of the ETEC 4/57400 online learning community in order to experience optimal educational and professional growth. 	
	Total:	551 pts

* Grading rubrics are available on the course website.

GRADING

According to the policies of Kent State University, the modal grade for a graduate-level course should be a B, while an A denotes superior attainment. If you meet all the goals and objectives for this course, you will receive a B. To receive an A, you must go beyond the basics and show excellence in your work.

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| A = 94% - 100%; | A- = 90% - 93.9% | |
| B + = 87% - 89.9%; | B = 84% - 86.9%; | B- = 80% - 83.9% |
| C + = 77% - 79.9%; | C = 74% - 76.9%; | C- = 70% - 73.9% |
| D + = 67% - 69.9%; | D = 60% - 66.9% | |
| F = below 60% | | |

LATE ASSIGNMENTS

Major assignments (Assignments 1 & 2):

- I have a 48-hour lateness policy with no penalties. For example, if an assignment is due Sunday at midnight, you can submit it by Tuesday at midnight without penalty. There will be a 10% grade reduction for each additional day the assignment is late and will only be accepted up to one week late. However, if circumstances present themselves that prevent adequate progress (e.g. personal or family member’s serious illness; additional work and/or caregiving responsibilities), please notify your instructor so that accommodations can be made.

Weekly activities and peer comments:

- Many of the discussion board activities involve peer comments or peer review. I have a 48-hour lateness policy with no penalties for posting peer comments only. For example, if it says that you need to post your introduction on Sunday, 11:59pm, and comment on your peer’s introductions, please submit your introduction on Sunday to allow others to comment on your post. You can comment on your peer’s introductions by Tuesday, 11:59pm. However, if circumstances present

themselves that prevent adequate progress (e.g. personal or family member's serious illness; additional work and/or caregiving responsibilities), please notify your instructor so that accommodations can be made.

- Any activity that is not submitted by the last day of class will receive '0' points.

COURSE WEBSITE

The class is supported by a course website that provides students with access to various course materials and will serve as a means of teacher-communication.

COMMUNICATION

- The best way to reach me is via email. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When sending emails to your instructor please use the following format: ETEC 4/57400. Your topic
- Some questions cannot be best answered in an e-mail, please in that case schedule an online appointment.
- Written communication is an important aspect of this course. The ability to communicate clearly and effectively is critical to success as an instructional designer/developer. For this reason, it is expected that adequate attention will be given not only to what you write but how you write it. Your assignments will be evaluated from this perspective. Proofread written assignments carefully. Assignments containing errors in spelling, punctuation, syntax, etc. will receive a score reduction.
- Please keep your instructor informed of personal situations that limit your participation in the class.

INTELLECTUAL PROPERTY AND PRIVACY

Intellectual property displayed or distributed to students during this course (including but not limited to module agendas, PowerPoint presentations, notes, quizzes, assignment descriptions) by the instructor remains the intellectual property of the instructor. This means the student may not distribute, publish, or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor. Additionally, students may not distribute or publish recordings and/or links to live class discussions.

PRONOUN AND PREFERRED NAME POLICY

I will gladly honor your request to address you by your preferred name or pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information about Kent State University's Preferred Name policy, see the official policy registrar here – <https://www.kent.edu/registrar/preferred-name> – or the LGBTQ Center's instructions at <https://www.kent.edu/lgbtq/preferred-name-process>.

DIVERSITY AND INCLUSION STATEMENT

This is an Inclusive Classroom. At Kent State University, administrators, faculty, and staff are committed to the creation and maintenance of "inclusive learning" spaces. These are classrooms, labs, and other

places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

STUDENT CONDUCT, PLAGIARISM AND ACADEMIC INTEGRITY

Academic honesty and integrity are held at a high standard at Kent State University. The Kent State University [Code of Student Conduct](#) applies to all students. Students are subject to dismissal or suspension for violations of the code.

Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. For more information, please see [Kent State University policy regarding student cheating and plagiarism](#) and [information about plagiarism](#).

STUDENTS ACCESSIBILITY

Kent State University is committed to inclusive and accessible education experiences for all students. University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure equal access to course content. Students with disabilities are encouraged to connect with Student Accessibility Services as early as possible to establish accommodations. If you anticipate or experience academic barriers based on a disability (including mental health, chronic medical conditions, or injuries), please let me know immediately.

Student Accessibility Services (SAS) Contact Information:

Location: University Library, Suite 100

Email: sas@kent.edu

Phone: 330-672-3391; VP 330-968-0490

Web: www.kent.edu/sas

ADDITIONAL RESOURCES

- Writing Commons, located in the Kent State main library, supports KSU students, including international students at all levels and in every academic discipline with any projects that include writing. <https://www.kent.edu/writingcommons>
- Academic Success Center—university tutoring is offered to all students in various subject areas. Drop in tutoring, scheduled tutoring and virtual e tutoring are all available. The Academic Success Center is also available in the Library. <http://www.kent.edu/asc>.

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.